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ABSTRACT

This interim report summarizes the progress and future directions of the Gender Equity Plans submitted by Washington State's public four-year universities and colleges, and its community college system. The report represents a monitoring of institutional and system efforts to address issues of gender equity affecting students in the areas specified in the state legislation that include academic programs, financial aid, student services, and intercollegiate athletics. Institutions provided the following: (1) evaluation measures undertaken to date to address discrepancies identified in the 1990 self-study; (2) identification of any new gender equity issues which may have emerged; and (3) specifications for additional activities to be undertaken in the next 2 years to address remaining issues of gender equity. An appendix provides comparison tables of selected features of intercollegiate athletics in 1988-89 and 1991-92, and a 1991-92 gender equity study of athletic participation paid for with state money. The report notes that, although neither the institutions nor the community college system identified new gender issues, all reported areas of progress and clarified their intentions to continue monitoring areas of concern. (GLR)

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Gender Equity in Higher Education

• *1992 Progress Report* •

HE 027 021

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GENDER EQUITY IN HIGHER EDUCATION

1992 PROGRESS REPORT BASED ON SELF-STUDIES AND PLANS

INTRODUCTION

This interim status report summarizes the progress and future directions of the Gender Equity Plans submitted by the public four year universities and colleges in the State of Washington, and by the community college system. The institutions were asked to:

1. evaluate measures undertaken to date to address discrepancies identified in the 1990 self-study,

2. identify any new gender equity issues which may have emerged, and

3. specify additional activities to be undertaken in the next two years to address remaining issues of gender equity.

Although neither the institutions nor the community college system identified new gender equity issues, all reported areas of progress and clarified their intentions to continue monitoring areas of concern.

The intent of this report is to monitor institutional and system efforts to address issues of gender equity affecting students in the areas specified in statute (RCW 28B.110; RCW 28B.15.450-475; RCW 28B.15.740). It is not a compliance review, and it is not designed to compare one institution to another. Such conclusions could not legitimately be drawn in most cases.

BACKGROUND

During the 1989 session, the state legislature passed three bills related to gender equity in higher education. All three could be viewed as an attempt to set more specific standards and timelines for implementing gender equity in higher education than previously had been available under other statutes. For example, federal Title IX, unlike the new state legislation, does not prescribe any number or proportion of female to male athletes, instead always viewing the "athletic program as a whole."

Equally important, all three bills were designed to provide institutions with implementation tools to encourage them to renew their active commitment to removing any possible remaining barriers to gender equity. First, the self-study and plan completed in 1990 provided a significant amount of data to and about an institution, not only on gender equity, but in more comprehensive terms. In addition, the process of collecting and reporting the data has potential for generating creative strategies to address some

of the more difficult gender equity dilemmas. Second, the athletics conference held in October 1990 made available expertise, interaction, and inspiration to promote the inclusion of girls and women at all levels of sports and athletics, including coaching and administration. Third, the tuition and fee waiver program has assisted by addressing the need for an infusion of new sources of funding to upgrade the intercollegiate athletic opportunities for women. (See Appendix A for a comparison of differences in participation rates, financial aid, number of men's and women's sports, and number of men's and women's coaches prior to and after the allocation of waivers.)

The following timetable clarifies the sequence of key events brought about by the legislation.

Spring 1990	Data collection for self-studies begun, based on data from 1988-89.
October 1990	Athletics Conference held at The Evergreen State College, sponsored by The Higher Education Coordinating Board, Office of the Superintendent of Public Instruction, Washington State University, and the University of Washington.
June 1991	Gender Equity Plans from the six four-year institutions approved by the HECB.
1991-92	Four-year institutions first year of authority to waive up to 1% of tuition for the purpose of achieving or maintaining gender equity in intercollegiate athletics.
January 1993	HECB presents to the governor and the appropriate legislative committees the second biennial report on gender equity in higher education. Report required by statute to include a recommendation from the HECB on whether to include the community college system in the gender equity in athletics tuition and fee waiver program.
July 1, 1994	Deadline for institutions to provide athletic opportunities for women at a rate that meets or exceeds the rate at which women participate in high school interscholastic athletics (established as a temporary, regulatory standard of 39% participation by women).
December 1994	Third biennial report due.
June 30, 1997	Expiration of waiver authority act.

The third biennial report, due to the governor and the legislature by December 31, 1994, will include: 1) an assessment of the extent of institutional compliance with the statute, and 2) a recommendation from the HECB on whether to continue the waiver authority.

CENTRAL WASHINGTON UNIVERSITY

1992 GENDER EQUITY PLAN UPDATE

Central Washington University identified three areas needing further study:

1. Student employment,
2. Gender representation within academic programs, and
3. Participation rates of women in athletics.

STUDENT EMPLOYMENT

Self-Study - 1990

CWU found that a greater percentage of men (27%) than women (16%) were clustered at the higher end of the pay scale (over $5.00/hour). CWU planned to study the job titles and wage rates of all on-campus employees, and to share the information with on-campus employers.

Progress Report - 1992

CWU has taken several measures to address this issue:

1. Added "job title" to the regular student employment form, and initiated an ongoing list of common job descriptions and titles to assist employers in determining appropriate job titles.

2. Reviewed wage and job title information to determine whether pay disparities still existed, and distributed the results to campus employers and department chairs.

Future Plans

The study of wages and job titles revealed that pay disparities between male and female students had increased since the self-study was completed. The university also found that jobs requiring higher levels of skills and experience were twice as likely to be held by men, and concluded that the pay disparity was attributable both to gender and job function. CWU plans to examine the data for "correlational effects and causal relationships," and to publicize on campus the results of its findings. In addition, a committee will evaluate the feasibility of implementing a standardized pay rate structure for student employees and report to the President in Spring, 1993.

ACADEMIC PROGRAMS

Self-Study - 1990

CWU found that many students continue to make traditional choices when selecting academic majors, noting that "the sex role socialization experienced by many students prior to their admission to Central Washington University influences their choices of academic majors," and that "there is no evidence that the university discourages students from enrolling in the majors of their choice." However, the university intended to become more active in encouraging students to consider the entire array of available majors by targeting five areas: 1) recruitment materials, 2) Preview Week, 3) dissemination of information, 4) faculty recruitment, and 5) nontraditional fields.

Progress Report - 1992

Recruitment Materials. CWU reports that recruitment materials, such as the Viewbook, are reviewed by University Relations to ensure that men and women are portrayed "appropriately" in photographs and text.

Preview Week. Several changes were made in Preview Week. A new program provided incoming students with information about fields and majors nontraditional for women. The group of faculty assigned to work with all new, first-year students was comprised of an equal number of men and women in contrast to recent years "when only one or two women" were included.

Dissemination of Information. The Affirmative Action Director distributed data on gender distribution across majors to deans and department chairs, along with a memo asking them to share the data with their faculty and to discuss strategies for achieving "gender balanced academic programs." The Gender Equity Plan was distributed and discussed at a President's Advisory Council meeting. A videotape on classroom equity was purchased for campus use.

Faculty Recruitment. Efforts were intensified to recruit and appoint women faculty into departments where they are underrepresented. Tenure-track appointments of women were made in several departments where there was significant underrepresentation: geology, psychology, sociology, and theatre arts. In addition, a woman was selected to be Dean of the School of Professional Studies.

Nontraditional Fields. Articles on successes of men and women students and alumni in nontraditional fields were distributed by University Relations. "Discussions regarding gender balance and other diversity concerns have become a regular part of planning in University Relations."

Future Plans

An academic "open house" is scheduled for February, 1993. Representatives from the academic departments will be available to provide information to students. The event will be held at a "time when those with more than 110 earned credits and no declared major are required to find a major advisor, and having highly visible faculty promoting non-traditional options might most effectively influence them in their choices."

In addition, a series of workshops on gender equity in the classroom will be offered to faculty members and teaching assistants as part of ongoing professional development.

INTERCOLLEGIATE ATHLETICS

Self-Study - 1990

CWU planned to increase the number of women participating in three sports (cross country, swimming, and track and field) through on-campus publicity of athletic opportunities and recruitment. The HECB urged CWU to consider: 1) addition of another women's sport, 2) the need for additional women coaches, 3) provision of equitable athletic scholarships (or documentation that they are not needed), and 4) the impact on athletic facilities as the number of women athletes increase.

Progress Report - 1992

CWU made the following adjustments to the intercollegiate athletics program.

1. Financial aid to women was increased by almost $91,000 in an effort to build and improve the quality of the women's teams. The university changed its policy to permit awards based on athletic ability as well as need in order to take full advantage of the waiver authority. Total financial aid to men was increased by slightly more than $8,000. A comparison of the percentage difference between the allocation of men's and women's awards is revealing. In 1988-89, women received 12% of the available scholarships; men received 88%. In 1991-92, women received 78% of the available scholarships; men received 22%. The new inequity was perceived by CWU to be needed temporarily in order to meet the 1994 standards. (See Table 1)

Table 1
Comparison of Two Academic Years by Participation and
Allocation of Financial Aid
Central Washington University

	MALE ATHLETES 1988-89		MALE ATHLETES 1991-92		FEMALE ATHLETES 1988-89		FEMALE ATHLETES 1991-92	
SPORT	#	$ AID	#	$ AID	#	$ AID	#	$ AID
Baseball	44	1,000	28	2,000				
Basketball	22	8,080	23	10,433	24	1,030	21	16,230
Cross Country	8	-0-	15	-0-	8	-0-	11	9,238
Football	92	8,992	100	8,000				
Golf (Coed)	8	-0-	14	500	1	-0-	0	-0-
Soccer	25	-0-	18	-0-	23	-0-	24	12,984
Swimming & Diving	33	-0-	23	1,000	19	-0-	24	12,984
Tennis	9	-0-	13	500	10	-0-	10	9,238
Track & Field	36	185	35	2,000	21	1,368	29	16,230
Volleyball					14	-0-	27	16,230
Wrestling	20	-0-	33	2,000				
TOTAL	289	18,257	302	26,433	120	2,398	146	93,134

Note: # = number of participants
$ Aid = Total financial aid allocated to members of each team

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(Athletics Progress Report, continued)

2. The participation rate of women increased from 29% to 33% with the addition of 26 more female athletes. Participation increased in each of the three sports (cross country, swimming, track and field) targeted by CWU for more intensive recruitment. The participation rate of men decreased from 71% to 67%, although the number of male athletes increased by 13.

3. The number of female coaches increased by two, from one coach in 1988-89 to three in 1991-92. In addition, a woman was hired to coach the softball team which will be added in 1992-93. The number of male coaches also increased by two, from 16 coaches in 1988-89 to 18 in 1991-92.

Direct and Indirect Costs. CWU reported direct costs for staffing, services, team travel, other travel, equipment, and "other" costs (generally, phone expenses). (See Tables 2 and 3) Teams for men (who participated at the rate of 67%) received 69% ($218,008) of the money, while teams for women (who participated at the rate of 33%) received 31% ($99,347). No indirect costs were reported.

Table 2
Direct Costs of 1991-92 Women's Sports
Central Washington University

WOMEN'S TEAMS	#	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	OTHER
Basketball	21	25,200		6,503	522	2,658	500
Cross Country (Coed)	11	3,307*		2,846		1,500	310
Soccer	24	2,000	700	3,440		567	93
Swimming & Diving	24	5,980*	630	4,253			323
Tennis	10	1,500*	94	2,813		275	147
Track & Field	29	6,335*	2,020	5,003		727	255
Volleyball	27	9,120	278	8,566		537	345
TOTAL	**146**	**53,442**	**3,722**	**33,424**	**522**	**6,264**	**1,973**

* CWU reported staffing costs as a single figure for both men's and women's teams. For the purpose of this table, those costs were halved so that the total staffing costs more accurately reflected the funds allocated to women's sports.

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Table 3
Direct Costs of 1991-92 Men's Sports
Central Washington University

MEN'S TEAMS	#	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	OTHER
Baseball	28	3,500	2,801	12,925		1,253	250
Basketball	23	9,360		14,303	1,297	2,646	693
Cross Country	15	3,307*		2,846		1,500	310
Football	100	31,410	18,859	26,586	416	20,781	2,141
Golf*	14	2,300	500	2,800		482	50
Soccer	18	2,000	597	3,282		512	409
Swimming & Diving	23	5,980*	630	4,253			323
Tennis	13	1,500*	94	2,813		275	147
Track & Field	35	6,335*	2,020	5,003		727	255
Wrestling	33	8,522	1,062	6,080		216	1,657
TOTAL	**302**	**74,214**	**26,563**	**80,891**	**1,713**	**28,392**	**6,235**

* Golf is a coed sport, but no women participated on the team during the 1991-92 year.
*CWU reported staffing costs as a single figure for both men's and women's teams. For the purpose of this table, those costs were halved so that the total staffing costs more accurately reflected the funds allocated to men's sports.

Direct and Indirect costs, continued. Equity does not require equal dollar amounts to be spent on each gender, but rather that proportional numbers of men and women participate in sports that are supported at similar levels of luxury or austerity. Although there is no requirement that parallel sports be selected for the same priority level, as a rough indicator, Tabels 4 and 5 compare direct costs and levels of coaching between parallel sports. Progress has been made on concerns raised by the HECB regarding equitability of status, financial aid awarded to athletes, and levels of coaching available to parallel sports.

Facilities. CWU assessed the condition of each facility used by athletics teams and reported formally scheduled usage. Access by men's and women's teams was reported to be comparable, both in terms of the amount of assigned practice time and in the quality of facility made available. For two sports which use the same facilities (basketball, soccer), the women's teams practiced later than the parallel men's teams. It is assumed that this arrangement is either acceptable to the respective teams, or that they alternate by years.

Future Plans

CWU plans to add a softball team in 1992-93 and, as noted previously, has already hired a woman to coach the team. The institution also plans to "explore the feasibility of adding a second athletic trainer who can meet the needs of an expanding female student athlete population."

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Table 4
Comparison of 1991-92 Direct Costs for Parallel Sports
Central Washington University

SPORT	WOMEN'S TEAM	#	COST PER ATHLETE	MEN'S TEAM	#	COST PER ATHLETE
Basketball	35,803	21	1,704	28,299	23	1,230
Cross Country (coed)	3,307	11	300	3,307	15	220
Soccer	6,800	24	283	6,800	18	377
Swimming & Diving	11,186	24	466	11,186	23	486
Tennis	4,829	10	482	4,829	13	371
Track & Field	14,340	29	494	14,340	35	409

Table 5
Comparison of Levels of Coaching between Parallel Sports
Central Washington University

SPORT	# COACHES	TOTAL COMPENSATION[a]	# ATHLETIC FTE'S ALLOCATED
Basketball (Women's)	1[b]	25,200	.36
Basketball (Men's)	1	9,360	.36
Cross Country	2[c]	6,614	.33
Golf (coed)	1	2,300	.17
Soccer (Women's)	1	2,000	.17
Soccer (Men's)	1	2,000	.17
Swimming & Diving	2[d]	11,960	.66
Tennis	1[e]	3,000	.28
Track/Cross Country	3[f]	12,670	.59

[a] Total compensation includes salaries and benefits for coaches only.
[b] Coach is also Athletic Director.
[c,d,e,f] The same people coach both the men's and women's teams.

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SUMMARY

CWU has attempted to address the issues raised by the HECB in the 1991 report. Significant strides have been made in intercollegiate athletics. The institution notes that their new president's commitment to equity is evident in his appointment of women to several senior administrative or staff positions (e.g., Director of Governmental Relations, Special Assistant to the President, Acting Dean of the School of Business and Economics, and Dean of the School of Professional Studies). In addition, "he has mandated inclusion of women and people of color on all search committees for faculty and administrative search committees." The effort to increase the participation of women "in arenas where decisions are normally made...is a new and proactive approach at CWU."

EASTERN WASHINGTON UNIVERSITY

1992 GENDER EQUITY PLAN UPDATE

Eastern Washington University planned to continue to monitor several areas in which no overt discrepancies were found in order to assure continued compliance: non-discrimination statement; complaint procedure; counseling and use of appraisal and counseling materials; recreational activities; student codes of conduct and rules; sexual harassment, sexual assault, abuse and rape. Specific actions or activities were planned in the following areas:

1. Academic Affairs,
2. Student employment,
3. Financial Aid,
4. Other Student Services: Placement, Child Care, Student Evaluation
5. Intercollegiate Athletics

AREAS OF COMPLIANCE

Progress Report - 1992

EWU reports that "implementation (of the Gender Equity Plan) in all categories is on or ahead of schedule." EWU commented as follows on the areas where no overt discrepancies had been found.

Non-discrimination statement. All campus publications contain a standard non-discrimination statement which is reviewed and updated annually by the Affirmative Action Officer. "Women, people of color, disabled persons, and many cultures are represented in all EWU publications."

Complaint procedure. (See Sexual Harassment)

Counseling and Use of Appraisal and Counseling Materials. The staff of the Counseling and Testing Center review materials and procedures to ensure against gender bias or stereotyping.

Recreational Activities. All new recreational activities proposed by or on behalf of females, which otherwise met the requisite criteria, were granted.

Student Codes, Conduct, Rules. The Student Conduct Code was revised by the Dean of Students and reviewed by the Affirmative Action Officer for gender neutrality and express provisions dealing with sexual harassment and assault.

Sexual Harassment, Sexual Assault, Abuse and Rape. EWU's Sexual Harassment Policy and Procedure are made available campus-wide through various media: new employee orientations, procedures manual, postings, student handbook, student and administration newspapers, and quarterly open forum/awareness training. Additional Rape Crisis Network volunteers have been trained and are available on campus. A Sexual Assault/Acquaintance Rape Task Force initiated in 1991 has been instrumental in developing a procedure for responding to complaints and improving the working relationship among campus officials, city police, and the prosecutor's office. Examples of brochures on topics of sexual assault, acquaintance rape, and sexual harassment were included with the report.

Several initiatives were taken in the area of campus security:

1. Hiring of a female security officer,
2. Increased lighting,
3. Trimmed bushes along walkways and parking lots.

Future Plans

Establish an Office of Human Rights to address all issues of discrimination and to continue the Eastern Washington University Women's Commission.

ACADEMIC AFFAIRS

EWU planned to undertake a series of activities in Academic Affairs to address issues identified by the 1990 Self-Study. Table 1 compares the 1990 plan and progress to date. EWU noted that the retention and graduation rates of female students continue to surpass those of male students, and that the number of female research and teaching assistants is increasing.

Future Plans

Ensure that the Liberal Arts and Sciences Reform encompasses gender-balanced courses and an integrated core curriculum. Continue to provide Feminist Research Methods Workshops for faculty through the Women's Studies Center. Review promotion and tenure criteria for gender bias and address any inequities found.

Table 1
Comparison of Planned and Actual Activities
in Academic Affairs
Eastern Washington University

1990 Plan	1991-1992 Progress Report
By February 1992, complete an expanded gender equity study, including recommendations for the achievement of full gender equity by 1996.	Gender Equity review has been completed and new initiatives have been developed to address problem areas.
Identify more specific data on numbers of applicants and acceptances to departments with gender disproportions, and more information on reasons for the disproportions.	This information is currently being tracked by gender and race/ethnicity.
Develop recruiting strategies for the underrepresented gender in departments with disproportionate majors.	Programs to attract women and minority high school students to careers in health, business, and math and science have been established (i.e., Health Careers Opportunity Program). Recruitment materials feature women in nontraditional careers.
Track students of the underrepresented gender who maintain the necessary GPA but leave the program. Survey students in departments with gender disproportions to learn more about their choices. Incorporate this information into recruitment efforts.	Survey completed. Results provided the basis for programs to attract women and minority high school students to careers in health, business, math and science.
Establish in-service activities at the department, college, and university level. Establish a mentor system for new faculty.	Feminist Research Methods workshops for faculty are offered through the Women's Studies Center. A faculty mentor program was initiated in fall, 1992.
Change boundaries of General University Requirement (GUR) courses so that they must be integrated in order to satisfy the GUR requirement. Make available incentive grants for research and restructuring of existing courses.	The number of "gender integrated" courses has increased. Liberal Arts and Sciences Reform proposals contain recommendations to revise the GUR requirements into a fully integrated core curriculum.
Review student evaluations for gender issues. Offer an annual faculty workshop about correcting gender bias in the classroom.	This data is reviewed and incorporated into the two sexual harassment/gender bias workshops offered each quarter.

STUDENT EMPLOYMENT

Plans based on Self-Study - 1990

Add an annual training program for students on gender issues in employment.

Progress Report - 1992

No information was provided about a training program, but EWU noted women comprise the majority of student workers.

Future Plans

No specific plans were reported in this area.

FINANCIAL AID

Plans based on Self-Study - 1990

Complete by February 1992, a study of financial aid and devise a plan to correct any gender-based inequity. Address specifically the issue of whether equity in financial aid programs should be based on aggregate dollars granted or aggregate percentage of need met. EWU at that time was awarding more total dollars and more average dollars per student to females, yet females still had a 40% greater unmet need than males.

Progress Report - 1992

The Director of Financial Aid analyzed the data and determined that the disparity in financial aid allocation was the result of greater need on the part of female students rather than evidence of systematic gender bias against males.

Future Plans

No specific plans were reported in this area.

OTHER STUDENT SERVICES

Placement Services

Plans based on Self-Study - 1990

Provide all on-campus recruiters with a notice of EWU's commitment to affirmative action and a copy of the Human Rights Commission publication, "Pre-employment Inquiries and Screening." A log of complaints of discrimination to be followed up by the Affirmative Action Officer was also to be maintained.

Progress Report - 1992

All on-campus recruiters were provided with the intended publications. The Affirmative Action Officer followed up on three complaints, "with satisfactory resolution in all three cases."

Future Plans

No specific plans were reported in this area.

Child Care

Self-Study - 1990

Expand the child care availability for students in both Cheney and Spokane.

Progress Report - 1992

EWU reports its new child care facility in Cheney to be a "success".

Future Plans

Expand the new child care facility in Cheney, increasing the campus child care capacity by at least 50%. Complete the financing for and begin construction of family housing for students on the Cheney campus. Reassess demand for child care in Spokane in light of two new privately-owned downtown child care facilities.

Annual Student Evaluations of Student Services

Plans based on Self-Study - 1990

Beginning in May, 1991, ask all students to evaluate the student services received that year.

Progress Report - 1992

The data was collected and proved "helpful in assessing each year's activities and services."

Future Plans

Continue data collection in a revised format to allow greater expression of students' experiences as they relate to issues of difference (gender, race, ethnicity, sexual orientation). Hire a new position to coordinate efforts designed to help nontraditional students, many of whom are women.

INTERCOLLEGIATE ATHLETICS

EWU planned to undertake a series of activities in Intercollegiate Athletics to address issues identified by the 1990 Self-Study. Table 2 compares the 1990 plan and progress to date. Table 3 summarizes changes in the allocation of financial aid.

Table 2
Comparison of Planned and Actual Activities
in Intercollegiate Athletics
Eastern Washington University

1990 Plan	1991-1992 Progress Report
Meet the NCAA and statutory requirements for participation by: 1) adding men's and women's golf 2) adding one other sport for women	Baseball and wrestling were discontinued. Men's and women's golf was added for competition in fall 1992. One other sport for women, yet to be determined, will be added in the spring of 1993. A decrease in the number of male athletes and a slight increase in the number of female athletes changed the participation rates from 76% men and 24% women in 1988-89 to 63% men and 37% women in 1991-92.
Add nine scholarships for men and 35 for women, for a funding ratio of 60.6% to men and 39.4% to women.	Men received 71% ($453,914) of the athletic financial aid and women received 29% ($184,310).
Allocate $10,000 each to the men's and women's golf teams, and $25,000 for the additional women's sport. Increase expenditures on women's sports and decrease spending on men's sports as needed.	One coach was hired for both men's and women's golf (which began in September, 1992). Start-up costs for 1991-92 were allocated evenly between the men's and women's teams.
Allocate $56,000 per year for coaching salaries for new sports.	A golf coach was hired in May, 1992 and received $2,772.
Add two coaching position in women's sports, one in volleyball and one other.	Two assistant coaches were hired for volleyball. A golf coach was hired in May, 1992.
Add a half-time position to handle publicity for women's teams.	A staff member was hired part-time to handle women's sports publicity.
Actively seek women for administrative and coaching positions.	A woman was hired to coach men's and women's golf, and a female assistant coach was added to the volleyball staff.

Table 3
Comparison of Two Academic Years by Participation and
Allocation of Financial Aid
Eastern Washington University

	MALE ATHLETES 1988-89		MALE ATHLETES 1991-92		FEMALE ATHLETES 1988-89		FEMALE ATHLETES 1991-92	
SPORT	#	$ AID	#	$ AID	#	$ AID	#	$ AID
Baseball	25	41,720	Discontinued					
Basketball	17	76,818	15	96,128	13		14	80,204
Football	89	269,153	70	325,788				
Tennis	14		12		11	1,612	12	11,238
Track/Cross Country	47	20,832	28	31,400	30	14,730	31	37,344
Volleyball					12	33,870	15	55,524
Wrestling	18		Discontinued					
TOTAL	**210**	**408,523**	**125**	**453,316**	**68**	**50,212**	**72**	**184,310**

Direct and Indirect Costs. EWU reported direct costs for staffing, services, team travel, other travel, and equipment. (See Tables 4 and 5) Teams for men (who participated at the rate of 63%) received 69.7% ($669,063) of the direct funding, while teams for women (who participated at the rate of 37%), received 30.3% ($290,340). No indirect costs were reported.

Table 4
Direct Costs of 1991-92 Women's Sports
Eastern Washington University

WOMEN'S TEAMS	#	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT
Basketball	14	57,848	13,499	30,454	13,246	10,835
Golf	0	1,336			260	760
Tennis	12	12,381	1,450	7,274	150	150
Track/C. Country	31	30,561	4,476	17,665	3,103	5,425
Volleyball	15	28,747	11,040	28,000	5,730	5,950
TOTAL	**72**	**130,873**	**30,465**	**83,393**	**22,489**	**23,120**

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Table 5
Direct Costs of 1991-92 Men's Sports
Eastern Washington University

MEN'S TEAMS	#	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT
Basketball	15	76,168	35,399	49,161	21,719	
Football	70	188,599	91,488	63,994	20,193	35,000
Golf	0	1,336				610
Tennis	12	12,300	5,740	310	750	
Track/C. Country	28	39,400	2,800	16,101	1,811	6,184
TOTAL	**125**	**317,803**	**135,427**	**129,566**	**44,473**	**41,794**

Direct and Indirect costs, continued. Equity does not require equal dollar amounts to be spent on each gender, but rather that proportional numbers of men and women participate in sports that are supported at similar levels of luxury or austerity. Although there is no requirement that parallel sports be selected for the same priority level, as a rough indicator, Tables 6 and 7 compare direct costs and levels of coaching between parallel sports. Progress has been made on concerns raised by the HECB regarding equitability of status, financial aid awarded to athletes, and levels of coaching available to parallel sports.

Table 6
Comparison of 1991-92 Direct Costs for Parallel Sports
Eastern Washington University

SPORT	WOMEN'S TEAM	#	COST PER ATHLETE	MEN'S TEAM	#	COST PER ATHLETE
Basketball	125,882	14	8,991	182,447	15	12,163
Tennis	21,405	12	1,783	19,100	12	1,591
Track/C. Country	61,230	31	1,975	66,296	28	2,367

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Table 7
Comparison of Levels of Coaching between Parallel Sports
Eastern Washington University

SPORT	# COACHES	TOTAL COMPENSATION[a]	# ATHLETIC FTE'S ALLOCATED
Basketball (Women's)	2	43,224	1.44
Basketball (Men's)	3	59,878	2.16
Tennis	2[b]	18,760	1.72
Track/Cross Country (Women's)	2[c]	23,390	1.08
Track/Cross Country (Men's)	2	29,564	1.08

[a] Total compensation includes salaries and benefits for coaches only.
[b] The two staff coach both the men's and women's teams.
[c] The Assistant Coach coaches both the men's and women's teams.

Facilities. EWU assessed the condition of each facility used by athletics teams and reported formally scheduled usage. Access by men's and women's teams was reported to be comparable, both in terms of the amount of assigned practice time and in the quality of facility made available.

Future Plans

EWU added men's and women's golf in 1992-93 and has already hired a woman to coach the team. Women's soccer is to be added in the fall of 1993.

SUMMARY

EWU has made considerable progress in meeting the goals set forth in its gender equity plan. Although some of the institutional objectives are still to be accomplished, EWU asserts its "commitment to providing an educational and work environment in which all participants have equal opportunity to succeed." To ensure the continuation of this commitment, EWU pledges to "maintain the ongoing efforts in the plan" in addition to achieving the new initiatives.

THE EVERGREEN STATE COLLEGE

1992 GENDER EQUITY PLAN UPDATE

TESC identified three areas where issues of gender equity needed to be addressed:

1. Academic Programs (specifically, science and math)
2. Financial Aid
3. Student Services

ACADEMIC PROGRAMS

Plan based on Self-Study - 1990

TESC found that the participation of women in most of the academic programs that are grounded in science and mathematics was below the percentage of women enrolled at the college. Two academic programs with entrance requirements in mathematics were notable for their disproportionate enrollment by gender, "Computability and Cognition (19% women) and "Matter and Motion (26% women). The institution planned to monitor gender proportions in the programs in question to ascertain if additional efforts were needed. More immediate remedies were the opening of a mathematics center designed to expose most beginning students to math, with tutors to provide individual assistance, and a deliberate effort to include books by and about women in science seminar reading lists.

Progress Report - 1992

The enrollment of women in most of the academic programs grounded in science and mathematics remained below the percentage of women enrolled at the college (58%). The breakdown of enrollment in 11 science and math undergraduate programs, based on fall, 1992 data, indicated that 214 (45%) of the students were women. Participation by women continued to be low in the two programs identified as problematic: "Computability and Cognition" remained at 19% female enrollment, while 33% of the students in "Matter and Motion" were women.

TESC noted that "the under-representation of women in mathematics and science academic programs is a complex and longstanding issue, and one not unique to Evergreen." They cited several initiatives taken to address this issue:

1. Math Across the Curriculum. The goal of this effort is to incorporate quantitative components in most Core (first-year) coordinated studies programs. Although some efforts have been successful, the "overall effort...has not been as successful as hoped, due largely to the difficulty of structuring the quantitative component so that it becomes a fully integrated part of the academic program, rather than simply an "add on." More advance planning time for Core faculty should "help faculty consider options for the integration of quantitative studies earlier in the planning of programs."

2. Increasing the number of women faculty in the science and mathematics programs. Currently, 24% of the faculty in the "Science, Technology and Health" specialty area are women. Active recruitment of women continues to be a priority, and is pursued through targeted efforts "far more extensive than standard advertisement of available faculty positions."

Future Plans

TESC plans to develop a K-12 partnership program at the college this year. The proposed program will "present an opportunity to work with teachers, administrators and students in K-12 on increasing the number of girls graduating from high school who are excited about and prepared for further study in mathematics and science." The college is also "seeking funding to develop curricula that integrates quantitative reasoning into a variety of disciplines...The college hopes to develop a core of faculty members skilled in teaching quantitative reasoning skills who can then influence other faculty members on their teaching teams."

FINANCIAL AID

Plan based on Self-Study - 1990

TESC found that non-need based aid was awarded disproportionately to women. Institutional processes for awarding non-need based scholarships were reviewed upon completion of the self-study. It was determined that: 1) the selection committee was diverse and representative of the institution and 2) for merit-based scholarships, the women applicants were more highly qualified, reflecting the choice of institution made by highly qualified students of each gender.

STUDENT SERVICES

Plan based on Self-Study - 1990

TESC discovered disparities in the Hartford Insurance Plan for students. The

institution planned to review the insurance benefits offered for all students, both male and female, and select the "best suited company" for the next two-year period.

Progress Report

TESC selected a different health insurance plan.

INTERCOLLEGIATE ATHLETICS

Plans based on Self-Study - 1990

TESC did not find there to be issues of gender equity in intercollegiate athletics which needed to be examined. Resources among the four intercollegiate teams: men's and women's soccer teams and men's and women's swim teams were distributed equitably.

Progress Report - 1992

Financial Aid. TESC used tuition waivers to maintain gender equity. Women received 49% ($25,839) of the total financial aid and men received 51% ($26,730). By comparison, in 1988-89, women and men shared the available funding ($9,658) equally. Table 1 compares allocations by sport between the two years.

Table 1
Comparison of Two Academic Years by Participation and Allocation of Financial Aid
The Evergreen State College

	MALE ATHLETES 1988-89		MALE ATHLETES 1991-92		FEMALE ATHLETES 1988-89		FEMALE ATHLETES 1991-92	
SPORT	#	$ AID	#	$ AID	#	$ AID	#	$ AID
Soccer	18	2,634	15	13,365	17	2,634	14	12,474
Swimming	27	2,195	19	13,365	26	2,634	14	13,365
TOTAL	**45**	**4,829**	**34**	**26,730**	**43**	**5,268**	**28**	**25,839**

Note 1: # = number of participants
$ Aid = Total financial aid allocated to members of each team

Note 2: TESC attributes the reduction in number of athletes to a year of unusual turnover in the coaching staff of the swimming teams.

Direct and Indirect Costs. TESC reported direct costs for staffing, services, team travel, other travel, equipment, promotions, and "other" (See Tables 2 and 3). Teams for men (who participated at the rate of 55%) received 52% ($34,998) of the direct funding, while teams for women (who participated at the rate of 45%) received 48% ($32,209). Indirect costs ($4,000 total) were divided evenly between the men's and women's teams.

Facilities. The college stated in its 1990 self-study that all facilities were assigned equitably and are equivalent in space and condition.

Table 2
Direct and Indirect Costs of 1991-92 Women's Sports
The Evergreen State College

WOMEN'S TEAMS	#	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	PROMOTIONS	OTHER	INDIRECT COSTS
Soccer	14	5,973	1,050	3,950	549	2,019	1,893	585	1,000
Swimming	14	6,144	1,050	3,950	549	2,019	1,893	585	1,000
TOTAL	**28**	**12,117**	**2,100**	**7,900**	**1,098**	**4,038**	**3,786**	**1,170**	**2,000**

Table 3
Direct and Indirect Costs of 1991-92 Men's Sports
The Evergreen State College

MEN'S TEAMS	#	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	PROMOTIONS	OTHER	INDIRECT COSTS
Soccer	15	8,762	1,050	3,950	549	2,019	1,893	585	1,000
Swimming	19	6,144	1,050	3,950	549	2,019	1,893	585	1,000
TOTAL	**34**	**14,906**	**2,100**	**7,900**	**1,098**	**4,038**	**3,786**	**1,170**	**2,000**

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Future Plans

No specific plans. "The college strives to maintain gender equity in all decisions concerning the administration of the athletic program and the gender equity waivers."

SUMMARY

The participation of women in the mathematics and science programs at TESC was reported to be the "only remaining area of inequity at Evergreen." TESC has continued to maintain gender equity in its intercollegiate athletics programs.

WASHINGTON STATE UNIVERSITY

1992 GENDER EQUITY PLAN UPDATE

Washington State University based its gender equity plan on both the gender equity self-study and the 1990 report of the university's Commission on the Status of Women. WSU identified goals and strategies to address issues of gender equity in three areas:

1. Academic Programs and Services
2. Student Services
3. Intercollegiate Athletics

ACADEMIC PROGRAMS AND SERVICES

Plans based on Self-Study - 1990

WSU planned to work toward more equal representation of women at the undergraduate and graduate levels. Of 86 majors on all WSU campuses in which more than 10 students were enrolled, 45 showed discrepancies or substantial discrepancies between numbers of men and women, mostly along traditional lines. Strategies included: 1) developing specialized recruitment efforts for women, 2) increasing women graduate students in the sciences and engineering, 3) increasing the participation of women in math, science, and engineering, and 4) recruiting more female faculty as role models.

In addition, WSU planned to improve data collection by asking Institutional Research, Affirmative Action, and the Women's Resource and Research Center to identify the types of data and reports which need to be generated in order to monitor key issues which measure progress.

Progress Report - 1992

Enrollment in Majors. WSU reported that discrepancies in the enrollment of men and women changed significantly in 12 majors (See Table 1). Although the level of discrepancy widened slightly for women in five predominantly nontraditional undergraduate majors, increases in female participation took place in "many" majors.

Departments that were most skewed along gender lines continued to be Home Economics (93% female), Nursing (91% female), Engineering and Architecture (86% male) and Physical Sciences (67% male). As noted in the 1990 report, the uneven ratios have potentially far greater impact in the latter two departments because a larger number of students are enrolled (2,085 vs. 543 in Home Economics and Nursing). WSU reported that the Committee on Women in Math, Science and Engineering, along with the Women's Resource and Research Center, "has established special housing arrangements

to guarantee living arrangements in which equal or nearly equal numbers of women and men students in math, science, and engineering disciplines are housed together. This arrangement provides important support linkages for women..."

Table 1
Change in Enrollment in Academic Majors
Washington State University

Type of Major	Proportion of Women 1988-89	Proportion of Women 1991-92
Undergraduate Majors		
Accounting	27%	46%
Animal Science	?	49%
Botany	25%	52%
Plant Pathology	6%	50%
Social Sciences	34%	64%
Graduate Majors		
Accounting	27%	43%
Botany	25%	52%
Genetics & Cell Biology	33%	55%
History	31%	45%
Microbiology	25%	47%
Physical Education	31%	46%
Plant Pathology	6%	46%

Faculty Recruitment. The use of a special "partner accommodation" program to attract and retain female faculty at WSU has been "successful." A review committee has been established to draft an institutional Partner Accommodation Policy and help develop a permanent funding base for the program.

Data Collection. "All the appropriate offices at the institution are now providing more accurate and timely data."

Future Plans

WSU plans to continue monitoring enrollment in academic programs over the next two year period, particularly in the five majors where the discrepancy has widened.

Issues of classroom climate are to be addressed through a study underway in the Graduate School.

STUDENT SERVICES

Financial Aid

Plans based on Self-Study - 1990

WSU sought more information on need-based scholarships. The Office of Financial Aid was to determine why women received more scholarships, but smaller awards, and how women were affected. The study was to be monitored by Affirmative Action. The HECB recommended that the institution evaluate the difference in the amount of the average merit scholarship received by men and by women, and the preponderance of women utilizing the Washington-Idaho Reciprocity Program.

Progress Report - 1992

WSU "no longer categorizes aid as need-based/non-need based." Women received a greater proportion of the Merit Scholarships funds (**55.4%** in 1991-92 vs. **40.9%** in 1988-89) and 1% Tuition Waiver funds (**63.3%** in 1991-92 vs. **58.6%** in 1988-89), and a smaller proportion of the Washington-Idaho Reciprocity funds (**59.3%** in 1991-92 vs. **72.5%** in 1988-89). WSU reported that "a significant leveling...occurred in each of the types of awards granted to males and females." The amount of the average award changed significantly, from $2,467 to $1,274 for men, and from $1,857 to $1,234 for women.

Future Plans

No information was provided.

Admissions

Plans based on Self-Study - 1990

WSU sought more information on the gap between the number of female graduate students who apply and those who enroll. The Graduate School was to determine whether there was differential treatment of applicants, such as in the offering of teaching and research assistantships. Affirmative Action was to monitor the results of the study.

Progress Report - 1992

A study is currently underway in the Graduate School.

Future Plans

Analyze the results of the study. The institution does not perceive differential treatment in the recruitment of female graduate students but plans to continue monitoring efforts in this area and "particularly in clearly underrepresented areas such as engineering."

INTERCOLLEGIATE ATHLETICS

WSU planned to take very specific steps to continue to improve gender equity in intercollegiate athletics. Table 2 summarizes the objectives and accomplishments to date.

Table 2
Comparison of Planned and Actual Activities
in Intercollegiate Athletics
Washington State University

1990 Plan	1991-92 Progress Report
Increase the participation rate of women.	Participation of women has increased from 31% in 1988-89 to 44% in 1991-92. There are 81 more women and 26 fewer men taking part in athletics.
Add women's crew.	Women's crew was added in 1990.
Implement full scholarship funding for soccer by 1992.	$80,343 in financial aid was awarded in 1991-92 to athletes in women's soccer.
Add a full-time coach for novice crew and an intern crew coach in 1991.	A woman was hired full-time as Assistant Coach and a Graduate Assistant (.5 FTE) was added.
In 1991, increase to full-time and make permanent the temporary coach hired for the women's tennis coach.	1 athletic FTE was allocated to support the full-time women's tennis coach.
Continue planning for an addition or annex to Bohler Gym.	Completed predesign for Bohler Gym addition and preliminary planning for renovation of existing facility.
Continue improving facilities .	Examples of facilities improvement include installation of bleachers, improved drainage and watering system at Lower Field (soccer); new scoreboards and message centers in Gibb Pool, Bohler Gym, and Lower Field; custom-made banners for volleyball and basketball in Bohler Gym; new lounge area for women athletes; and new floor in practice facility.
Increase media exposure for women's sports.	A full-time women's sport assistant was added who spends 80% of her time with women's sports. In addition, 10-15% of the director's time is spent specifically on women's sports. Marketing plans for volleyball and women's basketball continued to be refined.
Increase direct support for women's programs.	Examples include increased aid to women athletes, five more female coaches, two more women's sports.

Financial Aid. Table 3 summarizes changes in the allocation of financial aid. In 1991-92, women received 47% ($728,053) of the total athletics aid and men received 63% ($1,262,025). By comparison, in 1988-89, women received 23% ($337,603) of the total athletics aid and men reeived 77% ($1,115,691).

Table 3
Comparison of Two Academic Years by Participation and
Allocation of Financial Aid
Washington State University

	MALE ATHLETES 1988-89		MALE ATHLETES 1991-92		FEMALE ATHLETES 1988-89		FEMALE ATHLETES 1991	
SPORT	#	$ AID	#	$ AID	#	$ AID	#	$ AID
Baseball	55	92,064	61	112,585				
Basketball	16	117,446	14	131,350	14	103,586	16	149,481
Crew							67	40,867
Football	125	778,394	116	858,633				
Golf	23	11,557	17	14,380	8	17,334	14	23,472
Soccer							19	80,343
Swimming					26	50,000	29	131,952
Tennis	20	11,230	9	16,790	12	16,848	11	52,112
Track/Cross Country	50	105,000	46	128,337	51	70,011	38	129,335
Volleyball					16	79,824	14	120,491
TOTAL	**289**	**1,115,691**	**263**	**1,262,075**	**127**	**337,603**	**208**	**728,053**

Note: # = number of participants
$ Aid = Total financial aid allocated to members of each team

Direct and Indirect Costs. WSU reported direct costs for staffing, facilities, services, team travel, other travel, and equipment. Promotion line items were not reported because "marketing and promotions expenses are paid from the Marketing and Promotions budget." Teams for men (who participated at the rate of 56%) received 68.4% ($2,839,867) of the direct funding, while teams for women (who participated at the rate of 44%) received 31.6% ($1,310,571).

Indirect costs were "calculated at the percentage of direct costs each sport is allocated." For women's sports, 92.4% ($1,001,670) of the total indirect costs was attributed to the Athletic Department, while 8.5% ($81,935) was categorized as "institutional" costs. For men's sports, 95.9% ($2,015,474) was attributed to the Athletic Department, while 4.1% ($86,040) was categorized as "institutional" costs. (See Tables 4 and 5)

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Table 4
Direct and Indirect Costs of 1991-92 Women's Sports
Washington State University

WOMEN'S TEAMS	#	STAFFING	FACILITIES	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	INDIRECT COSTS
Basketball	16	150,810	22,438	30,421	69,814	37,489	7,852	239,925
Crew	67	79,088	56	11,838	47,525	5,014	36,152	112,989
Golf	14	29,400	97	1,361	20,024	2,367	5,368	42,056
Soccer	19	59,647	2,492	6,545	36,944	8,224	13,328	145,484
Swimming	29	65,357	166	1,698	44,462	3,604	6,135	129,810
Tennis	11	34,691		1,480	15,294	2,462	7,073	57,950
Track/C. Country	38	103,162	1,060	12,735	52,554	13,096	8,912	164,382
Volleyball	14	116,574	12,832	27,257	57,485	29,747	8,441	191,009
TOTAL	**208**	**638,729**	**39,141**	**93,335**	**344,102**	**102,003**	**93,261**	**1,083,605**

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Table 5
Direct and Indirect Costs of 1991-92 Men's Sports
Washington State University

MEN'S TEAMS	#	STAFFING	FACILITIES	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	INDIRECT COSTS
Baseball	61	125,302	7,145	8,003	30,232	8,367	10,326	154,702
Basketball	14	232,338	103,693	63,726	113,094	77,384	15,544	377,651
Football	116	699,813	139,498	252,475	345,537	185,932	112,984	1,329,402
Golf	17	29,400	98	1,360	20,024	2,367	5,369	37,399
Tennis	9	23,078	533	614	10,468	1,653	2,559	28,534
Track/C. Country	46	116,876		20,892	55,164	7,721	10,298	173,826
TOTAL	**263**	**1,226,807**	**250,967**	**347,070**	**574,519**	**283,424**	**157,080**	**2,101,514**

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(Direct and Indirect Costs, continued) Equity does not require equal dollar amounts to be spent on each sport, but rather that proportional numbers of men and women participate in sports that are supported at similar levels of luxury or austerity. Although there is no requirement that parallel sports be selected for the same priority level, as a rough indicator, Tables 6 and 7 compare direct costs and levels of coaching between parallel sports. Disparities appear to be due to higher expenditures across the board for the men's basketball team and to the smaller women's track team allowing a greater proportion of women then men to receive scholarships in this sport.

Table 6
Comparison of 1991-92 Direct Costs for Parallel Sports
Washington State University

SPORT	WOMEN'S TEAM	#	COST PER ATHLETE	MEN'S TEAM	#	COST PER ATHLETE
Basketball	318,924	16	19,932	605,779	14	43,269
Golf (coed)	58,617	14	4,186	58,618	17	3,448
Tennis	61,000	11	5,545	38,905	9	4,322
Track/C. Country	252,336	38	6,640	210,951	46	4,585

Table 7
Comparison of Levels of Coaching between Parallel Sports
Washington State University

SPORT	# COACHES	TOTAL COMPENSATION[a]	# ATHLETIC FTE'S ALLOCATED
Basketball (Women's)	3	122,762	3
Basketball (Men's)	4	174,500	4
Golf (coed)	2	49,701	1.8
Tennis (Women's)	1	27,125	1
Tennis (Men's)	1	17,972	.5
Track/C. Country (Women's)	3	80,525	2.5
Track/C. Country (Men's)	2	93,017	2

[a] Total compensation includes salaries and benefits for coaches only.

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Facilities. WSU assessed the condition of each facility used by athletics teams and reported formally scheduled usage. Access by men's and women's teams was reported to be comparable, both in terms of the amount of assigned practice time ("Teams are scheduled for practices on an equitable basis.") and in the quality of facility made available.

Future Plans

WSU plans to complete the design phase of the Bohler Gym addition/renovation project and is "hopeful" that it will receive funding. The "White Paper," a gender equity planning document, will be rewritten to reflect future goals and initiatives.

SUMMARY

WSU has made steady progress toward reaching the goals and strategies outlined in the 1990 Gender Equity Plan.

WESTERN WASHINGTON UNIVERSITY

1992 GENDER EQUITY PLAN UPDATE

Western Washington University planned to focus its immediate efforts on four areas where it identified a need:

1. Academic Programs
2. Student Support Services
3. Sexual Harassment
4. Athletics

ACADEMIC PROGRAMS

The self-study conducted by the university identified "substantial" discrepancies between the number of male and female undergraduate majors enrolled in 13 of 36 departments. Eight departments were dominated by men; five by women. Most of the differences could be predicted along traditional gender lines. Current data shows that the "basic trends still exist." However, there are now two more departments dominated by male students. The planned activities and steps taken to date to address these issues are summarized in Table 1.

Future Plans

WWU plans to continue the strategies initiated, monitoring progress on an annual basis. Specifically, they intend to emphasize hiring and retention of women faculty, and expand the scope of training for academic units to address gender harassment and other gender-related issues.

STUDENT SUPPORT SERVICES

Financial Aid

Plans based on Self-Study - 1990

The self-study revealed a slight discrepancy in the average aid per recipient awarded to males ($3,870) and females ($3,933). WWU planned to monitor financial aid awards to ensure that the discrepancy did not widen. Although the institution was able to meet the vast majority of the assessed need of aid recipients, 5.3% of the need level of male students and 10.5% of the need level for female students remained unmet. The HECB recommended that WWU monitor and evaluate the differences in unmet need for financial aid between men and women students.

Table 1
Comparison of Planned and Actual Activities
in Academic Programs
Western Washington University

1990 Plan	1991-92 Progress Report
Continue the emphasis on hiring women faculty with a goal of reaching 25% by 1992.	39% of faculty hires during 1992-93 were women, bringing the total female faculty count to 29%.
Expand educational efforts for new faculty and teaching assistants to emphasize the effect of "classroom climate" on students, including its role in encouraging or discouraging student interest in subject areas as majors.	1. The Faculty Senate designated an ad hoc faculty/staff/student Committee on Tolerance to examine the climate for women. 2. For the first time, students were included in a discussion panel of classroom climate issues during the annual new faculty orientation. 3. The women's studies director received release time to develop the program and strategies for the integration of women's scholarship into the curriculum, "signalling clear support by Western's administration" for these efforts.
Include, by policy, at least one member on each search committee who has demonstrated a commitment to diversity.	The policy was "not fully initiated." The Center for Equal Opportunity utilizes this provision as a guideline when approving search committees. A 2-day retreat was held in February, 1992 for the President, Provost, and Deans to discuss concerns in the hiring and retention of women and minority faculty and staff, and to identify concrete ways to achieve a more diverse community.
Expand the role of the Affirmative Action Advisory Committee to include monitoring of efforts to reach gender balance and equity.	The Advisory Committee is "undergoing reorganization." The Commission for Women, appointed by the President, is currently serving in this capacity.
Acknowledge departments that have undertaken or plan to undertake individual efforts to attract and retain students and faculty of the underrepresented gender.	WWU notes that "some departments are...developing a more inclusive curriculum...and reviewing course materials for gender neutrality."

Progress Report - 1992

Ongoing analysis and monitoring indicated that among the 1991-92 awards, the average need-based award received by women ($4,557) was higher than the average for men ($4,355); however, the average non-need based award received by women ($1,324) was lower than the average for men ($1,448). A slightly higher percentage of females receive need based aid than the percentage of females in the overall population, perhaps due to the "population of single parents who tend to be female and who tend to receive higher financial aid awards than students without dependents." No information was provided on an analysis of the differences in unmet need.

Future Plans

Monitor award rates annually through 1994, reporting figures internally about balance in awards to men and women to the Vice President for Student Affairs.

Career Planning and Placement Center

Plans based on Self-Study - 1990

Increase activities in the area of non-traditional career explorations for women and men. Update publications at all counseling sites by fall of 1992. Provide additional assistance to departments seeking to attract more students to majors in which one gender is currently underrepresented. The HECB recommended that WWU identify measurable objectives for these activities in order to be able to determine whether the goals had been met.

Progress Report - 1992

A variety of steps were taken to evaluate and improve the services in the Career Planning and Placement Center regarding gender equity, including:

1. Creating an information center for women students with additional resources and publications which focus on employment for women in both traditional and nontraditional fields.

2. Evaluating CHOICES, a computer-assisted career guidance system, and revising the CHOICES workshop to encourage students to explore a wide range of career options.

3. Updating the content and materials of two other career planning workshops, and initiating a new workshop, "Major Help," on exploring nontraditional major and career options.

4. Including in the training of the paraprofessional student staff information about subtle sexism in our language and culture and its impact on career decision making.

5. Reviewing for stereotypes publications in the Career Resource Library, Career Planning and Placement Center, and Counseling/Health Services. Approximately 10% of the books were removed and replaced.

The Career Center provided "additional" assistance to departments seeking to attract students of the underrepresented gender by collaborating with faculty from chemistry and biology to present a symposium on "Women in Science."

Future Plans

Monitor activities annually through 1994, reporting internally about the presentation of career options to the Vice President for Student Affairs. Develop workshops, in conjunction with academic departments, to link students with women role models in nontraditional fields.

Counseling Services

Plans based on Self-Study - 1990

Target the next counselor opening for a woman in order to reduce the waiting list of students requesting a woman counselor. The HECB recommended that WWU further assess the availability of equitable Health Services, and modify the programs, if necessary.

Progress Report - 1992

Women were hired in the following positions: Counselor, Counseling Center; Counselor (part-time) for women's health concerns, Health Services; Nurse Practitioner, Wellness Consultant, and Health Educators (2), Health Services. A Wellness program, added in 1991-92, trained 85 peer educators, the majority of whom were women.

Future Plans

Monitor activities annually through 1994, reporting internally about the relationship of staffing ratios to clients seeking service to the Vice President for Student Affairs.

SEXUAL HARASSMENT

WWU identified very specific objectives with respect to strengthening their efforts to address sexual harassment. Table 2 summarizes the objectives and accomplishments to date.

Table 2
Comparison of Planned and Actual Activities
on Sexual Harassment
Western Washington University

1990 Plan	1991-92 Progress Report
Determine if the half-time position of Ombudsman should be expanded to full-time.	The Ombudsman position was permanently funded at .75 FTE and supervision transferred to the Center for Equal Opportunity. The position is currently filled.
Expand the education program for faculty and staff.	The number of academic, administrative, and student groups receiving training doubled. In addition, five staff members attended a conference on harassment and presented a panel discussion to the campus. A Sexual Misconduct Task Force was initiated to make recommendations to the university regarding policies, response procedures, services, and preventative education programs.
Adopt policy modifications allowing the university to initiate an investigation, when appropriate, without written complaint by a student.	Revisions to WWU's student complaint policy allowing for a University-initiated investigation have been submitted to the Provost and are currently moving through the policy adoption process.

Future Plans

By the end of 1992-93, WWU expects that all academic and administrative units will have received sexual harassment training at least once within the past three years. By spring quarter 1993, the policy for investigation of sexual harassment should be presented to the Board of Trustees for approval. In addition, WWU plans to update student conduct

procedures to ensure compliance with the Federal Rape Victims Bill of Rights Act. The Sexual Misconduct Task Force will develop university-wide protocols for counselors, advisors, residence hall staff, and university police to utilize when any type of sexual conduct is disclosed. Prevention education efforts for students led by peers will be initiated, including activities during new student orientation and residence hall education programs, in an effort to provide specific skills and to have an impact on the cultural acceptance of sexual misconduct.

INTERCOLLEGIATE ATHLETICS

Plans based on Self-Study - 1990

WWU planned to: 1) recruit additional women coaches with a goal of reaching 30% by 1992 and 38% by 1994, 2) increase the amount of athletic scholarship support available to women to reach parity with men by 1992, and 3) achieve the required level of female participation by equalizing the number of women participating in the existing sports of cross-country, crew, basketball, soccer, tennis, and track and field. The HECB noted that WWU would need to demonstrate progress since 1988-89 in three areas and suggested that WWU might want to consider them in its plan. Those areas were: 1) premier sport status (to the level practiced by the institution) for proportional numbers of male and female athletes, 2) equitable marketing and promotion for teams with similar status within the program, and 3) equitable amounts and levels of coaching available to teams with similar coaching needs and similar status within the program.

Progress Report - 1992

WWU made the following adjustments to the intercollegiate athletics program.

1. Two women were hired and two were recruited as volunteers, increasing the number of female coaches from three to seven, or 23% of the total coaching staff of 30.

2. Aid to both men and women athletes increased significantly. Awards were given to 35 women and 34 men, with **women** receiving 48% ($92,452) of the total financial aid and **men** receiving 52% ($98,367). By comparison, in 1988-89, **women** received 24% ($4,548) of the aid, while **men** received 76% ($14,602). Table 3 compares allocations by sport between the two years.

3. The 39% standard of participation by women was exceeded by increasing the number of female athletes by 75 over the number present in 1988-89. Participation by men increased by 36. The total number of athletes was 424, of whom 41% were women.

Direct and Indirect Costs. WWU reported direct costs for staffing, services, team travel, other travel, equipment, promotions, and "other" expenses. (See Tables 4 and 5). Teams for men (who participated at the rate of 59%) received 65% ($361,297) of the direct money, while teams for women (who participated at the rate of 41%), received 35% ($192,119). No indirect costs were reported.

Equity does not require equal dollar amounts to be spent on each gender, but rather that proportional numbers of men and women participate in sports that are supported at similar levels of luxury or austerity. Although there is no requirement that parallel sports be selected for the same priority level, as a rough indicator, Tables 6 and 7 compare direct costs and levels of coaching between parallel sports. Progress has been made on concerns raised by the HECB regarding equitability of status, marketing, promotion, and levels of coaching available to parallel sports.

Table 3
Comparison of Two Academic Years by Participation and
Allocation of Financial Aid
Western Washington University

	MALE ATHLETES 1988-89		MALE ATHLETES 1991-1992		FEMALE ATHLETES 1988-89		FEMALE ATHLETES 1991-92	
SPORT	#	$ AID	#	$ AID	#	$ AID	#	$ AID
Basketball	12	6,601	14	53,348	10	4,548	11	53,160
Crew	32		43		33		45	
Football	58	8,001	57	41,623				
Golf	9		11					
Soccer	19		21	3,396	17		22	5,094
Tennis			13				11	
Track/Cross Country	84		91		29		73	14,150
Volleyball					10		12	20,048
TOTAL	**214**	**14,602**	**250**	**98,367**	**99**	**4,548**	**174**	**92,452**

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Table 4
Direct Costs of 1991-92 Women's Sports
Western Washington University

WOMEN'S TEAMS	#	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	PROMOTIONS	OTHER
Basketball	11	51,844	2,632	26,290		3,423	1,384	2,292
Crew	45	4,339		444				283
Soccer	22	12,158	1,095	8,849		2,192		1,542
Tennis	11	3,531		1,968		441		174
Track/C. Country	73	17,457	200	9,140		2,155		978
Volleyball	12	18,585	707	13,664		2,822		1,530
TOTAL	**174**	**107,914**	**4,634**	**60,355**		**11,033**	**1,384**	**6,799**

Table 5
Direct Costs of 1991-92 Men's Sports
Western Washington University

MEN'S TEAMS	#	STAFFING	SERVICES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	PROMOTIONS	OTHER
Basketball	14	43,895	4,727	23,941		3,704	1,384	7,243
Crew	43	8,679		444				283
Football	57	103,161	2,975	19,996	2,300	17,973	1,946	49,255
Golf	11	2,716		1,644		731		1,255
Soccer	21	12,158	955	8,766		2,192		2,930
Tennis	13	3,531		1,968		441		174
Track/C. Country	91	17,457	200	9,140		2,155		978
TOTAL	**250**	**191,597**	**8,857**	**65,899**	**2,300**	**27,196**	**3,330**	**62,118**

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Table 6
Comparison of 1991-92 Direct Costs for Parallel Sports
Western Washington University

SPORT	WOMEN'S TEAM	#	COST PER ATHLETE	MEN'S TEAM	#	COST PER ATHLETE
Basketball	87,865	11	7,987	84,894	14	6,063
Crew	5,066	45	112	9,406	43	218
Soccer	25,836	22	1,174	27,001	21	1,285
Tennis	6,114	11	555	6,114	13	470
Track/C. Country	29,930	73	410	29,930	91	328

Table 7
Comparison of Levels of Coaching between Parallel Sports
Western Washington University

SPORT	# COACHES	TOTAL COMPENSATION[a]	# ATHLETIC FTE'S ALLOCATED
Basketball (Women's)	3	51,844	1.75
Basketball (Men's)	2	43,895	1.25
Crew (Women's)	3[b]	4,339	.35
Crew (Men's)	1	8,679	.25
Soccer (Women's)	2[c]	12,158	.75
Soccer (Men's)	2	12,158	.75
Tennis (Women's)	2[d]	3,531	.35
Tennis (Men's)	2	3,531	.35
Track/Cross Country (Women's)	4*	17,457	.70
Track/Cross Country (Men's)	4	17,457	.70

[a] Total compensation includes salaries and benefits for coaches only.
[b] One coach is a volunteer.
[c,d] The Head Coach coaches both the men's and women's teams.
* All of the staff coach both men's and women's teams. One coach is a volunteer.

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Facilities. WWU assessed the condition of each facility used by athletics teams and reported formally scheduled usage. Access by men's and women's teams appeared to be comparable, both in terms of the amount of assigned practice time and in the quality of facility made available.

Future Plans

Women's fast pitch was added as a varsity sport in the 1992-93 academic year, and will begin competing in NAIA games in the spring of 1993. The addition of this sport "should improve the percentage of women athletes participating in 1992-93". The university will continue to monitor participation rates annually through 1994. The hiring in 1992-93 of a woman to coach softball is evidence of WWU's "primary focus" to "actively pursue hiring women to fill positions as they open." The institution notes that "in order to recruit women to fill coaching positions, positions need to be upgraded, particularly in the salary range offered."

SUMMARY

WWU has made considerable progress in meeting the goals set forth in its gender equity plan. The institution was particularly successful in utilizing the tuition waivers to recruit more women athletes, as indicated by the dramatic change in participation from 32% in 1988-89 to 41% in 1991-92. Progress has been made in addressing most of the areas identified by WWU and the HECB in the interim report, and WWU made clear its intention to strengthen its efforts in achieving gender equity through specific initiatives and careful monitoring.

UNIVERSITY OF WASHINGTON

1992 GENDER EQUITY PLAN UPDATE

The University of Washington outlined general areas in which the university had been and planned to continue to be active:

1. Academic Programs
2. Faculty and Student Organizations
3. Student Employment/Financial Aid/Academic Advising
4. Other Student Services
5. Restroom Facilities
6. Intercollegiate Athletics

ACADEMIC PROGRAMS

Plans based on Self-Study - 1990

UW planned to continue to support the Women in Engineering Initiative and MESA programs, and the efforts of the School of Nursing to recruit men into that field. They also expected to continue the activities of the Northwest Center for Research on Women, the Women's Studies program, and the Women's Information Center. The HECB commented that the overall plan would be strengthened by describing institutional support for departmental efforts to influence the gender balance of students and/or faculty, and by identifying more specific activities or goals.

Progress Report - 1992

Support for all of these activities has been continued.

Future Plans

A committee appointed and chaired by the provost will address student concerns regarding sexism in the classroom and will design means by which these concerns can be brought to the attention of faculty and administrators.

FACULTY AND STUDENT ORGANIZATIONS

Plans based on Self-Study - 1990

UW planned to continue the activities of the Faculty Senate Special Committee on Faculty Women and the Associated Students of the University of Washington's Women's Commission, both in existence since 1970.

Progress Report - 1992

Support for these activities has been continued.

Future Plans

No information was provided.

STUDENT EMPLOYMENT/FINANCIAL AID/ADVISING SERVICES

Plans based on Self-Study - 1992

UW planned to institute procedures to collect more complete data about student employment, and about departmental financial aid and advising services. The HECB recommended that further attention be paid to the apparent gender discrepancy in student employment rates, as there appeared to be a trend for higher percentages of male students to fall at the upper end of the pay scale.

Progress Report - 1992

The university implemented a system for collecting and analyzing salary data for student employees. Summaries of the salary distribution for student employees on two monthly payrolls indicated no significant differences in distribution of salaries for male and female student employees. No information was given about procedures implemented with respect to departmental financial aid and advising services.

Future Plans

UW will continue monitoring student salaries, but "at this time does not see it as a problem area."

OTHER STUDENT SERVICES

Progress Report - 1992

UW has initiated several programs to address safety concerns of women students, including a night walk escort service and night ride vans. Special attention has been paid to issues of sexual assault and acquaintance rape, with publications on these topics developed and distributed on campus.

RESTROOM FACILITIES

Plans based on Self-Study - 1990

The 1990 report identified a discrepancy in the availability of restroom equipment for women compared to men, with a higher percentage of facilities assigned to men.

Progress Report - 1992

The University Facility Management Office appointed a committee to review the current status of toilet facilities and University policies to set priorities for correction.

Future Plans

The work of the University of Facility Management committee will be coordinated with concurrent activities to bring bathrooms up to standards for disability accommodation.

INTERCOLLEGIATE ATHLETICS

Plans based on Self-Study - 1990

UW planned to take very specific steps to bring the intercollegiate athletic program into compliance with state statute by 1994. Table 1 summarizes the objectives and accomplishments to date.

Table 1
Comparison of Planned and Actual Activities
in Intercollegiate Athletics
University of Washington

1990 Plan	1991-92 Progress Report
Increase participation of women from 32.9% of all athletes in 1988-89 to at least 39% by 1994.	The number of women athletes has increased from 231 in 1988-89 to 287 in 1991-92. Women now represent 37% of all 775 athletes.
Add women's soccer in fall of 1991.	Women's soccer was added in the fall of 1991.
Increase financial aid to the NCAA limits, with 34% of the total budgeted for women athletes.	Women received 33% of the total financial aid (5% more than they received in 1988-89). Women's teams received 32% of the direct costs reported (staffing, facilities, team travel, other travel, equipment, and "other"). Scholarships were budgeted at NCAA maximum (42% to women), and "actual dollars are increasing to this amount dependent on coach decisions and as scholarships for soccer and softball are fully phased in."
Increase the coaching staff by hiring two new head coaches for women's teams (soccer and softball), promoting one head coach from part to full-time, upgrading one part time assistant coach, and adding two graduate assistant positions, all for women's teams.	Two coaches each were hired for the soccer and softball teams (although softball will not be initiated until 1992-93). Staffing increases were also made in gymnastics (.6 FTE Asst. Coach) and volleyball (.5 FTE Asst. Coach)
Add to the athletics department in 1990-91: Secretary for women's basketball; Assistant Director of Women's Promotions and Marketing; Assistant Trainer, Associate Director of Development (50% for women's sports)	All positions were added.

Financial Aid. Women received 33% ($733,000) of the total financial aid and men received 67% (1,470,000). By comparison, in 1988-89, women received 28% ($462,995) of the total financial aid and men received 72% ($1,212,692). Table 2 compares allocations by sport between the two years.

Table 2
Comparison of Two Academic Years by Participation and
Allocation of Financial Aid
University of Washington

	MALE ATHLETES 1988-89		MALE ATHLETES 1991-92		FEMALE ATHLETES 1988-89		FEMALE ATHLETES 1991	
SPORT	#	$ AID	#	$ AID	#	$ AID	#	$ AID
Baseball	37	60,654	37	91,000				
Basketball	15	103,597	16	151,000	13	121,771	13	126,000
Crew	115	21,195	123	11,000	107	8,328	127	9,000
Football	139	821,845	132	872,000				
Golf	14	30,989	24	40,000	6	20,585	7	52,000
Gymnastics					14	78,320	13	103,000
Soccer	25	23,953	24	69,000			26	39,000
Swimming	27	42,126	35	69,000	22	34,692	30	78,000
Tennis	14	11,925	16	44,000	14	27,776	13	75,000
Track/C. Country	90	96,408	81	124,000	42	84,854	42	136,000
Volleyball					13	86,669	16	115,000
TOTAL	**471**	**1,212,692**	**488**	**1,470,000**	**231**	**462,995**	**287**	**733,000**

Note: # = number of participants
$ Aid = Total financial aid allocated to members of each team

Direct and Indirect Costs. UW reported direct costs for staffing, facilities, team travel, other travel, equipment, and "other" expenses (See Tables 3 and 4). The category of "other" encompassed an array of expenses, including day-of-game costs (extensive in the case of football and basketball), laundry services, scouting services, dues, duplicating, awards, phones and others. UW reported a total of nearly $1.3 million in "other" expenditures for all sports.

Teams for men (who participated at the rate of 63%) received 68% ($4,076,000) of the direct funding, while teams for women (who participated at the rate of 37%) received 32% ($1,892,000).

Table 3
Direct and Indirect Costs of 1991-92 Women's Sports
University of Washington

WOMEN'S TEAMS	#	STAFFING	FACILITIES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	OTHER	INDIRECT COSTS
Basketball	13	234,000	33,000	74,000	38,000	8,000	125,000	673,000
Crew	127	91,000	-0-	53,000	4,000	19,000	15,000	332,000
Golf	7	40,000	1,000	28,000	10,000	11,000	4,000	80,000
Gymnastics	13	91,000	8,000	32,000	11,000	19,000	17,000	181,000
Soccer	26	60,000	7,000	40,000	7,000	10,000	17,000	133,000
Softball (new)	0	66,000			17,000	3,000	2,000	48,000
Swimming (coed)	30	54,000	31,000	24,000	4,000	5,000	7,000	184,000
Tennis	13	28,000		35,000	4,000	5,000	2,000	99,000
Track/C. Country	42	101,000	18,000	74,000	7,000	19,000	20,000	296,000
Volleyball	16	127,000	29,000	44,000	18,000	6,000	35,000	218,000
TOTAL	**287**	**892,000**	**127,000**	**404,000**	**120,000**	**105,000**	**244,000**	**2,244,000**

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Table 4
Direct and Indirect Costs of 1991-92 Men's Sports
University of Washington

MEN'S TEAMS	#	STAFFING	FACILITIES	TEAM TRAVEL	OTHER TRAVEL	EQUIPMENT	OTHER	INDIRECT COSTS
Baseball	37	96,000	16,000	59,000	5,000	14,000	15,000	269,000
Basketball	16	310,000	32,000	83,000	59,000	21,000	176,000	847,000
Crew	123	93,000	1,000	53,000	4,000	19,000	14,000	378,000
Football	132	935,000	47,000	228,000	85,000	275,000	803,000	4,575,000
Golf	24	30,000	2,000	35,000	-0-	6,000	3,000	113,000
Soccer	24	42,000	7,000	29,000	4,000	6,000	14,000	171,000
Swimming (coed)	35	55,000	31,000	24,000	4,000	5,000	6,000	185,000
Tennis	16	34,000	1,000	39,000	5,000	6,000	3,000	122,000
Track/C. Country	81	102,000	18,000	76,000	7,000	19,000	20,000	405,000
TOTAL	**488**	**1,697,000**	**155,000**	**626,000**	**173,000**	**371,000**	**1,054,000**	**7,042,000**

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Direct and Indirect Costs (continued). UW reported $7,042,000 (men's teams) and $2,244,000 (women's teams) in indirect costs of centralized services such as training rooms, laundry, student services, budget office, and other support services, apportioned either by the number of athletes in the program or by the size of the budget for the sport. Post season competitions were included as indirect costs because "they could not be anticipated for inclusion in pre-season budget determinations." All indirect costs were attributed to the Athletic Department.

Equity does not require equal dollar amounts to be spent on each sport, but rather that proportional numbers of men and women participate in sports that are supported at similar levels of luxury or austerity. Although there is no requirement that parallel sports be selected for the same priority level, as a rough indicator, Tables 5 and 6 compare direct costs and levels of coaching between parallel sports. Disparities appear to be due to somewhat higher expenditures on coaching salaries, recruiting travel, equipment, and "other" for men's basketball than for women's, and to the smaller women's golf and track teams allowing a greater proportion of women than men to receive scholarships in those sports.

Facilities. UW assessed the condition of each facility used by athletics teams and reported formally scheduled usage. Access by men's and women's teams was reported to be comparable, both in terms of the amount of assigned practice time and in the quality of facility made available.

Future Plans

UW plans to begin competition in women's softball in 1992-93.

Table 5
Comparison of 1991-92 Direct Costs for Parallel Sports
University of Washington

SPORT	WOMEN'S TEAM	#	COST PER ATHLETE	MEN'S TEAM	#	COST PER ATHLETE
Basketball	512,000	13	39,384	681,000	16	42,562
Crew	182,000	127	1,433	184,000	123	1,495
Golf	94,000	7	13,428	76,000	24	3,166
Soccer	141,000	26	5,423	102,000	24	4,250
Swimming (coed)	125,000	30	4,166	125,000	35	3,571
Tennis	74,000	13	5,692	88,000	13	6,769
Track/C. Country	239,000	42	5,690	242,000	81	2,987

Table 6
Comparison of Levels of Coaching between Parallel Sports
University of Washington

SPORT	# COACHES	TOTAL COMPENSATION[a]	# ATHLETIC FTE'S ALLOCATED
Basketball (Women's)	3	197,000	3
Basketball (Men's)	4	267,000	3.5
Crew (Women's)	2	85,000	2
Crew (Men's)	2	88,000	2
Golf (Women's)	1	40,000	1
Golf (Men's)	2	30,000	1.2
Soccer (Women's)	2	55,000	2
Soccer (Men's)	1	40,000	.6
Swimming (coed)	3	106,000	2.2
Tennis (Women's)	1	28,000	1
Tennis (Men's)	2	34,000	1.6
Track/Cross Country (Women's)	2.5[b]	98,000	2.5
Track/Cross Country (Men's)	1.5[b]	98,000	1.5

[a] Total compensation includes salary and benefits for coaches only.

[b] For staffing purposes, UW reported cross country separately as a coed sport, but for the purpose of reporting direct costs, UW combined track and cross country. The ".5" coach is the cross country coach. Similarly, the FTE's reflect the addition of the cross country coach.

SUMMARY

UW targeted general areas in which to strengthen ongoing efforts to address gender equity and presented in their report some examples of specific activities taken. Representatives of the institution were "excited about the progress we have made in intercollegiate athletics," and believed that UW had "put the tuition waivers (and additional funds) to good use in bringing the University of Washington closer to equity in its intercollegiate athletics program."

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES SYSTEM

1992 GENDER EQUITY PLAN UPDATE

This report, provided by the SBCTC staff, presents an update of the Washington Community College System Gender Equity Plan. It highlights the implementation of gender equity activities at the colleges during the past two years, and provides college-based gender equity strategies and plans for 1992-94.

Progress Report - 1992

A wide array of activities demonstrates the community college system's commitment to achieving gender equity. For example, all of the twenty-seven community colleges have developed non-discrimination and sexual harassment policies. In addition, many of the colleges have reviewed admissions procedures in special admission programs such as nursing to ensure that barriers are not in place to prevent students from choosing to enroll in the program. Some of the colleges have policies in place to ensure that student organizations do not discriminate on the basis of gender. These policies require student organizations to submit constitutions and/or bylaws, and goals and objectives which determine eligibility. Publications are being utilized to provide students with information on programs and services available to women such as Women's Programs, procedures for filing sexual harassment complaints and programs for Displaced Homemakers. Counseling offices are offering classes that focus on issues related to women and careers in non-traditional disciplines for both men and women. In-service training on gender issues is also being provided for students and staff. Further, some counseling offices have developed quarterly newsletters which address issues related to non-traditional careers.

Twelve community colleges are participating in the Washington Center's Cultural Pluralism Project to incorporate diversity and gender into the curriculum. The participation of teams of faculty, staff and administrators from the twelve colleges will assist the colleges in clarifying their values and interests in terms of the role gender and cultural pluralism should play in the general education of students and will strengthen the ongoing work on each campus by creating an inter-institutional support system for dialogue and resource sharing.

In addition, the Washington Community College System Gender Equity Report and Plan (November 1990) outlined timeframes and actions to be implemented in order to achieve gender equity. The following planned action steps were accomplished: wide dissemination of the results of the self-study and planning process within the community college system (Winter, 1991); development of a model publication (Washington State Guide to Gender Equity in Higher Education) for colleges to use in communicating gender

equity law to students; a review of State Board for Community and Technical College policies to ensure references are gender neutral; a review of State Board student outcome system study efforts to ensure that achievements by gender are measured and considered; and coordination of gender equity workshops on college campuses (Spring, 1991).

The System Gender Equity Advisory Committee and State Board staff developed strategies to assist colleges in achieving results in areas in which gender imbalances were found to exist (athletics, child care, recreation, academic programs and financial aid). The strategies are described in the following sections. Colleges may use them or develop others more appropriate to their individual campus.

ATHLETICS

Administration and Coaching Staff

Most colleges balance male and female athletic offerings and budgets. The system averages for male and female participation and budgetary support by sport reflect a positive shift in the support of women's athletics and a demonstration of the community colleges' commitment to provide opportunities for female athletes. Some colleges still may need to make adjustments in order to provide full opportunities for both genders. The colleges reported difficulties in hiring female athletic staff members and officials to promote, coach, and manage athletics.

Suggested strategies to achieve gender equity in administration and coaching staff are:

1. Initiate a competitive hiring process for hiring women coaches for women sports, including development of a plan to recruit and hire female coaches and administrators. Train screening teams to deal with affirmative action issues and to increase awareness of the issues that make it difficult to recruit special populations.

2. Collaborate with four-year institutions to identify female physical education majors to build an applicant pool for administrative and coaching positions.

3. Utilize the State Board affirmative action database to identify female candidates for administrative and teaching positions.

4. Establish a clearinghouse on campus to monitor what is currently being done in relation to gender equity (i.e. revision and update of policies and procedures to ensure they are gender neutral).

5. Develop faculty positions that may assist in hiring women in coaching and administrative positions.

6. Develop a pipeline of direct access into college and university placement centers to identify potential female candidates for administrative and coaching positions.

7. Provide training to athletic directors and coaches on sensitivity to gender differences.

Participation Rates of Male and Female Athletes

Gender equity law was enacted in part to increase the number of women participating in higher education athletic programs. The Washington Administrative Code (WAC 250-77-020) defines gender equity as "the rate at which (the underrepresented gender) class participates in high school interscholastic athletics in Washington State." A temporary, regulatory standard based on the participation rate of female high school students in 1988 (39%) was established as the goal for compliance by 1994.

In 1991-92, the average female participation rate for community colleges was 37 percent (Appendix B). Over half of the community colleges with athletics programs (11 colleges) met the 39% standard. Seven of the colleges are within 7 percent of the compliance standard. As a system, community colleges are close to meeting compliance requirements.

The community college system is committed to gender equity in athletics programs. Financial resources are necessary to assist the community college system in meeting full compliance requirements. The State Board, Higher Education Coordinating Board, system groups, and the Northwest Athletic Association of Community Colleges are exploring ways to provide additional funding to achieve gender equity in athletics. Alternatives currently being explored by the system include a recommendation for participation in the gender equity tuition waiver program, and a request for money for 10 tuition grants per college.

The SBCTC may also request the support of the Higher Education Coordinating Board in pursuing funds for gender equity tuition grants during the 1994 legislative session. Or, the SBCTC may request the Legislature to amend the restrictions on the three percent tuition waiver program to permit gender equity tuition waivers to be given through this program. Additional funding would be used to: 1) assist colleges in offering additional women's sports (softball, volleyball, track, golf, cross country and tennis); 2) increase job opportunities for female athletes; 3) upgrade women's facilities; 4) increase recruitment efforts; and 5) hire full-time female coaches and/or part-time staff.

CHILD CARE

The provision of child care services is consistent with the community college role and mission. In contrast with four-year institutions of higher education, community and technical colleges serve a higher proportion of single parents, parents with children, adults, low-income and other non-traditional students. In Fall 1991, more than one-third (36 percent) of all students enrolled were parents. Eleven percent were single parents, 24 percent were couples with children and 57 percent were women. This profile substantiates that affordable, quality child care is essential for students like these to complete their educational goals and in the development of gender equity. Females are still the primary child care providers and the provision of child care services ensures that females have the opportunity to participate in all educational and extracurricular programs.

A study of child care services in Washington's Community and Technical Colleges, conducted in 1992, revealed that 27 of the community and technical colleges offer child care services and three provide vouchers or need-based grants to assist students with child care expenses. Although the child care centers served 2,680 children, 1,506 were on waiting lists.

Suggested strategies to expand child care services to enable female students to enroll, stay in college and participate fully in college offerings are:

1. Provide flexible hours for child care and use of facilities.
2. Expand child care services to include infant care.
3. Provide flexibility in testing schedules and papers for parents and employees when children are sick.
4. Lobby for additional state funding to maintain and expand child care services for community and technical college students and staff.
5. Collaborate with community based child care programs to expand child care services.

The community and technical college system allocates approximately $1 million every two years on child care and the State Board has proposed a $739,000 expansion of child care services in the 1993-95 biennium. In addition, a sub-committee from the Washington State Student Services Commission (Deans of Students) is reviewing findings from the 1992 child care study to develop recommendations to the system and the Legislature.

RECREATION

The community colleges have made strides in providing opportunities for women to participate in intercollegiate athletics. However, a disparity still exists in the number of female students participating in recreational activities (men outnumber women by nearly three to one). The participation rate of women may be influenced by a variety of factors

including the fact that more women are part-time students with other responsibilities such as children and families. In addition, community college female students tend to be older and may not choose to participate in traditional recreational activities. College based strategies to increase the participation rate of females in recreational activities are:

1. Survey women to identify recreational activities of interest.
2. Develop broad based activities that are family oriented.
3. Provide flexible hours for child care and use of facilities.
4. Coordinate with student activities, Women's Programs and student government to develop recreational activities that meet the needs of women students.
5. Link with community based organizations (i.e. YMCA/YWCA) to provide more recreational activities and special programs for students.
6. Define recreation to include activities that may appeal to women (karate, self-defense, Tai Chi, weight training for women, dance and movement, and personal safety).

ENROLLMENT IN INSTITUTIONAL PROGRAMS

Community college female students continue to enroll in traditional programs such as health sciences, home economics, legal assistant, accounting/bookkeeping. Occupational areas such as mechanics and repairs, construction trades, transportation, engineering, physical science and mathematics historically have not attracted women. Conversely, males are not well represented in allied health fields and office occupations. Suggested college-based strategies to improve the enrollment of women in nontraditional occupations are:

1. Establish a process for ongoing review of promotional and educational materials to ensure they are gender neutral and review the admissions process to ensure criteria for admission is gender neutral and that barriers are not in place to prevent students from choosing to enroll in nontraditional programs/occupations.

2. Increase institutional awareness of the informal barriers that may effect vocational choice (i.e. educating counselors and faculty advisors, bias in brochures and procedures).

3. Provide incentives for women to explore vocations in math/science programs such as Expanding Your Horizons and the Mathematics, Engineering, Science Achievement (MESA) Programs.

4. Update promotional/educational materials to reflect current student population and vocational programs that are available.

5. Develop a mentoring program and increase the number of women faculty and staff to provide role models in underrepresented areas such as mathematics and sciences.

6. Develop training to assist faculty in assessing the classroom climate.

7. Provide ongoing gender equity and sexual harassment training for continuing and new staff, faculty and students and identify staff to assume responsibility for ongoing training.

8. Include equity/sexual harassment issues as a part of student/faculty/staff orientation, include part-time faculty.

9. Deans of students and personnel/affirmative action directors collaborate with State Board personnel officer to develop a generic harassment training package for staff and students which may be tailored to meet the needs of individual students

10. Expand and enhance teaching methodology to include diverse life experiences.

11. Establish intervention procedures to increase the retention of women in math and science and other non-traditional programs.

12. Involve the career center in providing bridges to nontraditional careers.

13. Incorporate gender as a dimension of all student outcome projects to ensure achievements by gender are measured.

14. Utilize existing resources (Washington Center for Improving the Quality of Undergraduate Education) to assist in the infusion of gender equity into the curriculum.

FINANCIAL AID

The Gender Equity Self-Study revealed no significant gender inequity problem areas in financial aid. Loan averages were slightly higher for females than males ($2,606 for females as compared to $2,232 for males). Child care cost might be a factor influencing the higher loan average for females. College-based strategies for achieving equity in financial aid awards are:

1. Provide financial aid to adequately cover the cost of child care.
2. Create scholarships/grants in underrepresented areas to provide incentives.

3. Develop partnerships with the private sector to generate internships and additional financial support.

Future Plans

The community colleges will:

1. Continue staff development and training in gender equity/sexual harassment.
2. Promote affirmative action hiring practices for all staff positions with an emphasis on recruiting qualified women for upper-level administrative, classified staff and full-time faculty positions.
3. Continue efforts to increase the numbers of females in administrative and coaching positions.
4. Monitor participation of women in recreational programs and develop strategies to better serve females in this area.
5. Continue to review promotional and educational materials and admissions criteria for selective programs to ensure references are gender neutral.
6. Continue efforts to increase the number of women in math, science, and other non-traditional programs.

The State Board will:

1. Continue to support the system efforts to achieve gender equity.
2. Explore options for providing funding for Women's Programs and Centers.
3. Support funding to expand child care facilities and provide increased child care service to students and staff.
4. Coordinate the gender equity biennial updates for submission to the Higher Education Coordinating Board.

APPENDIX A

Table 1
Comparison of Selected Features of Intercollegiate Athletics
in 1988-89 and 1991-92

INST	PARTICIPATION BY WOMEN		PARTICIPATION BY MEN		FINANCIAL AID - WOMEN		FINANCIAL AID - MEN		# WOMEN'S SPORTS		# MEN'S SPORTS		# FEMALE COACH.		# MALE COACHES	
	1988	1991	1988	1991	1988	1991	1988	1991	88	91	88	91	88	91	88	91
CWU	120 (29%)	146 (33%)	289 (71%)	302 (67%)	2,398 (12%)	93,134 (78%)	18,257 (88%)	26,433 (22%)	8	8[a]	10	10	1	3	16	18
EWU	68 (24%)	72 (37%)	210 (76%)	125 (63%)	50,212 (11%)	184,310 (29%)	408,523 (89%)	453,914 (71%)	5	5	7	5	4	6[b]	17	15
TESC	43 (49%	28 (45%)	45 (51%)	34 (55%)	4,829 (50%)	25,839 (49%)	4,829 (50%)	26,730 (51%)	2	2	2	2	1	2	2	1
WSU	127 (31%)	208 (44%)	289 (69%)	263 (56%)	337,603 (23%)	728,053 (37%)	1,115,691 (77%)	1,262,025 (63%)	6	8	6	6	7	12	30	26
WWU	99 (32%)	174 (41%)	214 (68%)	250 (59%)	4,548 (24%)	92,452 (48%)	14,602 (76%)	98,367 (52%)	6	6	7	7	3	7[c]	25	23
UW	231 (33%)	287 (37%)	471 (67%)	488 (63%)	462,995 (28%)	733,000 (33%)	1,212,692 (72%)	1,470,000 (67%)	8	9	9	9	11	13	34	35

[a] Golf was available to women as a coed sport, but no women participated in 1991-92.

[b] This figure includes the golf coach. Golf will be available to students in 1992-93.

[c] Two of the coaches were volunteers.

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APPENDIX B

1991-92 GENDER EQUITY STUDY
Athletic Participation Paid for with State Money
Includes Sports that NWAACC Sanctions or Previously Sanctioned

COLLEGE	TOTAL MEN	TOTAL WOMEN	TOTAL	PERCENT MEN	PERCENT WOMEN
Grays Harbor	25	40	65	38	62
Olympic	35	39	74	47	53
Green River	77	63	140	55	45
Shoreline	53	42	95	56	44
Yakima Valley	62	47	109	56	44
Columbia Basin	49	32	81	60	40
Skagit Valley	87	59	146	60	40
CC of Spokane	119	81	200	60	40
Clark	66	43	109	61	39
Highline	69	44	113	61	39
Tacoma	54	34	88	61	39
WAC STANDARD				**61**	**39**
Everett	31	19	50	62	38
STATE CC AVERAGE	**1,358**	**789**	**2,147**	**63**	**37**
Centralia	38	21	59	64	36
Lower Columbia	78	41	119	66	34
South Puget Sound	22	11	33	66	34
Edmonds	70	34	104	67	33
Bellevue	92	43	135	68	32
Big Bend	45	21	66	68	32
Pierce	56	18	74	76	24
Walla Walla	138	34	172	80	20
Wenatchee	92	23	115	80	20

STEVEN T. SEWARD
Chair

STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD
917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-3430 • (206) 753-2210 • (SCAN) 234-2210 • (FAX) 753-1784

RESOLUTION NO. 93-2

WHEREAS, Pursuant to Chapter 28B.110.040 RCW, the Higher Education Coordinating Board is required to report biennially to the Governor and to the Senate and House Higher Education Committees regarding institutional efforts to comply with the provisions of the gender equity legislation; and

WHEREAS, the public four year institutions and the community college system have submitted reports describing the progress they have made in addressing the issues identified by their respective gender equity self-studies and plans; and

WHEREAS, The Higher Education Coordinating Board has reviewed the plans to monitor institutional and system efforts to address gender equity; Therefore,

BE IT RESOLVED, That the Higher Education Coordinating Board hereby approves the 1992 Gender Equity Progress Report for transmittal to the Governor and to the Senate and House Higher Education Committees.

Adopted:
January 21, 1993

Attest:

Steven T. Seward, Chair

Mary C. James, Secretary